

Human-Oriented Implication in Deng Xiaoping's Educational Ideology and Its Enlightenment to Innovation Education

ZHAO Rui^{[a],*}

^[a]College of Marxism, Southwest University, Chongqing, China.
*Corresponding author.

Supported by the Fundamental Research Funds for Central Universities in 2015 Southwest University (SWU1509335), the stage achievement of the project "A Research on the Using Traditional Festival Cultivating Youth Socialist Core Values".

Received 18 December 2014; accepted 15 March 2015
Published online 25 April 2015

Abstract

Concrete and realistic man is the logical starting point of Deng Xiaoping's educational ideology. And treating people with respect, guidance and concern has formed an important part of Deng Xiaoping's educational ideological core. Human-oriented implication in Deng Xiaoping's educational ideology has an important guiding significance and reference value to innovation education which China is exploring and promoting

Key words: Deng Xiaoping; Education ideology; Human-oriented implication; Innovation education

Zhao, R. (2015). Human-Oriented Implication in Deng Xiaoping's Educational Ideology and Its Enlightenment to Innovation Education. *Cross-Cultural Communication*, 11(4), 38-41. Available from: <http://www.cscanada.net/index.php/ccc/article/view/6830>
DOI: <http://dx.doi.org/10.3968/6830>

A series of Deng Xiaoping's discussions and views on educational field all contain the profound connotation of humanism. Deng Xiaoping believes that the law of educatee receiving education should be followed during the educational process, the learning content and social needs should be combined together to meet people's requirement of social development. He also deems that great attention should be paid to the respect of humanism differences and the initiative of educatee should be full played to promote man's all-round development. The education that stresses on Deng Xiaoping's education

ideology is to respect the educated law of men, to emphasis on student's difference, to maintain student's subjectivity during the process of education, and to explore ways for student's cultivation. The abundant people-oriented implication as mentioned above has an important enlightenment for China's current innovation education.

1. THE HUMAN-ORIENTED IMPLICATION EMBODY IN DENG XIAOPING'S EDUCATIONAL IDEOLOGY

Starting with the practical demand of educatee, Deng Xiaoping's educational ideology insists on people first, taking man's all-round development as the ultimate aim and highly affirming that the educatee in reality is the center and final destination of education.

1.1 Follow the Educated Law of Men

In the process of receiving education, the educated law that beyond the will of human being exists in every man and it is closely linked with individual's growth and development. The fundamental goal of man to accept education is to realize man's socialization and to lay the foundation for the further development of ego. Restricted by the law of individual accepts education, the pros and cons of individual's elementary education will exert important influence on people's further education. But the educational content's depth and difficulty that accepted by individual, which is no transferring with the will of person, would be restricted by factors such as individual's physiological and psychological character. Advanced individual educational content's depth artificially will inevitably at cross purpose and will cause negative effect. Therefore, Deng Xiaoping pointed out that, "It's bad for student to burden a lot, and in future, effective measure still needs to be adopted to prevent it and correct it... to enrich primary and secondary school's educational

content with advanced scientific knowledge based on the degree that student can accept (*Selected works of Deng Xiaoping*, 1994, Vol.2, p.104).” At the same time, the guidance of man’s political direction must be paid attention while strengthen man’s education on scientific and cultural knowledge. The greater or smaller of a person’s achievement is proportional to the more or less of a person’s dedication to the society. And yet, individual’s values formation is a process, and it’s grow out of constantly accept the correct education in the process of man’s grow-up. Values formation, which is decided by man’s educated law, needs to nurture from childhood. Only by adhering to the correct political orientation, we can clear that for which society and for whom we should serve to promote the development and progress of human society.

1.2 Respect People’s Differences

Affected by various factors, each person is different; this is the characteristic of self that generates from man’s existence as independent individual. People’s differences include not only the inherent physiological differences, but also the acquired social differences due to factors such as family and social surroundings, etc. Therefore, fully recognizing and respecting people’s difference are the primary premise for manage well education and upgrade educational quality. Deng Xiaoping pointed out that, “While we encouraging everyone to hard work, we still have to admit that differences of aptitude and morality are exist in every one’s growing process, and people is being treated differently based on above-mentioned differences. We should make everyone as much as possible to move toward the overall goal of socialism and communism according to different conditions (*Selected works of Deng Xiaoping*, 1994, Vol.2, p.104).” We should respect people’s differences, select the best based on theirs comprehensive performance, motivate individual to progress constantly and realize self-development and self-improvement with strict and higher demands, enhance people’s cultural quality and political awareness, and drive the whole society to create an atmosphere of positive, enthusiastic and enterprising. We should also promote the constant progress and development of society and realize the equal development between man and society.

1.3 Play Man’s Initiative

Whether educational content would be accepted by educatee depends largely on whether educatee’s subjective initiative would be aroused. Only when educatee integrates into the educational process positively can education get a positive effect. However, in general, the arousing of man’s subjective initiative needs to exert pressure on people from external environment and encourage people to accomplish certain mission constantly. During the educational process, we mainly supervise and promote educatee to accomplish the corresponding educated

content by evaluating their learning condition; arouse educatees’ learning enthusiasm by external pressure to enhance their ability of self-restraint and complete their learning plan; increase educatee’s ability of self-adjusting and self-management under the pressure of the external environment; and greatly play educatee’s initiative under a certain limitations. Deng Xiaoping pointed out that, “Examinations are a necessary way for checking on the performance of students and teachers, just as the testing of factory products is a necessary means for quality control. Of course, we must not put blind faith in examinations or consider them the only method for checking up on study. Conscientious research and experimentation are required to improve the form and content of examinations and make them serve their purpose better. Students who don’t do well on their examinations should be encouraged and helped to continue their efforts (*Selected works of Deng Xiaoping*, 1994, Vol.2, p.106).” During the educational process, some incentive methods should be taken to enable educatee to stimulate their subjective initiative under the request of certain conditions, enable them to turn external pressure into the inner motivation and continually looking for their potentials.

2. MAIN FEATURES OF THE HUMAN-ORIENTED IMPLICATION IN DENG XIAOPING’S EDUCATIONAL IDEOLOGY

2.1 Class Nature

Education aims to solve the problem of what kinds of talents should be cultivated, cultivated talents for whom and how to cultivate talents. China is a people’s democratic dictatorship socialist country, China’s education is to train qualified socialist constructors and reliable successors for the party and country, which is directly related with the party and country’s destiny and the socialist modernization’s overall situation. Human-oriented implication in Deng Xiaoping’s educational ideology has a very distinct proletarianism. When emphasized that the content of student’s learning and the demand of social development should be combined together, Deng Xiaoping pointed out that student’s correct political direction should put in the first place, and he also pointed out that education in China is not only to make the content of student’s learning keep pace with the times, but also to emphasis on talents trained by education should serve the modernization construction of socialism with Chinese characteristics. The above-mentioned fully embodies that adhering to the correct political direction is the basic guideline for human development. Only when people establish the belief that strive for which goal and accomplish which kind of social blueprint can fundamentally handle the relationship between individual value and social value, and individual can get an all-

round development. Only after that can make “college students progress with times, stand by the same fate with motherland and struggle together with people, which has great and profound strategic significance regarding to ensure the construction of well-off society, thus achieve modernization goals and ensure the great rejuvenation of Chinese nation.” And only by these can ensure the development achievements shared by people and the road of socialism with Chinese characteristics truly moved along the socialist direction.

2.2 Practicality

The human-oriented implication in Deng Xiaoping's educational ideology, which is deeply rooted in China's education activity, educational undertaking and the construction of socialist modernization, possessing of prominent practicality. After Deng Xiaoping returned to work, he denied “two estimates” within education based on the requirements of socialist modernization construction, and spoke good for intellectual which has made them free from the shackles. Deng put forward proposals of respecting knowledge and talents, which greatly aroused knowledge worker's enthusiasm. Meanwhile, according to the needs of Chinese socialist modernization and based on China's actual situation, Deng Xiaoping gave a profound interpret of education's status and role. And according to the transfer of the party and country's work center, Deng suggested that the service object of education should transfer to economic construction and should accommodate with national economy. Education is a fundamental project for China's socialist modernization. Directly training the socialist builders for the development of Chinese society has a strong reaction to social development. The human-oriented implication in Deng Xiaoping's educational ideology has took root in the practice demands of social development. In this way, its scientific has been ensured, and it meets the talent demands of social development and diversified economic construction. It also promotes and popularizes new science and technology, and enhances productivity development and social progress. Meanwhile, the human-oriented implication in Deng Xiaoping's educational ideology has verified by practice constantly and obtains improvement and development continuously.

2.3 Prospective.

The prospective within human-oriented implication in Deng Xiaoping's educational ideology is mainly embodied in the educational thought of “three facing”. The ultimate goal of “three facing” is to achieve unity of man's all-round development and social progress. And it has pointed out the direction for China's educational reform and development from a long-term and overall strategy. In the discussion of educational problems, Deng Xiaoping has seized all favorable opportunities to cultivate a new generation of successors to achieve national prosperity

and rejuvenation and people's happiness, which is based on the construction actuality of socialist modernization with Chinese characteristics and development frontier of world science and technology. “Facing modernization” means that education should consistent with China's modernization construction target and enhance its level of modernization. By doing this, education can provide technology and talent support for the socialist modernization construction and its cultivated talents can meet different requests of modernization. “Facing the world” means that education should connect with the world, cultivate application talents that can adapt to globalization development and enhance the international competitiveness of China's education. The cultivated talents should possess broad-minded, world foresight and can timely access to the world's latest information, which is the inevitable requirement of global integration development. And above-mentioned has fully embodied Deng Xiaoping's openness and strategic foresight for upbringing successors. “Facing the future” means that education should have a certain predictability. It should grasp the trend of times and constantly push its reform and development based on the development requirements of times. And education should pay attention to people's diverse development and develop people's ability of creativity and practical. The ultimate goal of education is to achieve man's all-round development, therefore, its cultivated talents should be able to meet the challenges of future society.

3. THE ENLIGHTENMENT OF HUMAN-ORIENTED IMPLICATION IN DENG XIAOPING'S EDUCATIONAL IDEOLOGY TO INNOVATION EDUCATION

Carry forward man's innovativeness as the starting point, innovation education follows the principle of people first, and cultivates student's ability of processing information and thinking independence. It motivates student's intrinsic motivation and integrates innovation activities into all links and processions of education. The human-oriented implication in Deng Xiaoping's educational ideology has the important enlightenment to China's current innovation education.

3.1 Innovation Education Should Follow the Educated Law of Men

Almost all opinions have leant to one side when talk about innovation education. People think that innovation education is free from all defects and it can solve all the problems existing in the current education. In fact, this is a misunderstanding of innovation education and the above-understandings are the disregard and discrimination of the educated law of men. Innovation education is a doubled-edged sword, and a great negative affect would be caused

by use improperly. The educational methods and contents that accepted by people are restricted by many factors, especially by human's brain development degree and physical fitness. If we ignore the physical limitations and over emphasis on people's subjective initiative, such behavior will surely going against natural laws and play a bad influence on man's further development. Therefore, in the process of promote innovation education, special attention must be paid to the basic educational work, and preparations and firm foundation should be well done for innovation education. To some extent, innovation education is just a tool which cannot control thing's development direction and its nature. So it demands people to stay clear-minded in the process of promoting innovation education. We should combine innovation education with the cultivation of moral quality, and cultivate people's responsibilities and mission sense, which enable people with innovation spirit and innovation ability to make contribution for the happiness of mankind actively

3.2 Innovation Education Should Respect Student's Individual Difference

Student's individual difference is an objective reality that faces in the process of education. Individual's internal accomplishment is affected by factors such as physiological, family and society, which shows great difference in thinking habit, learning method and understanding things. So, in practice, differences must be existed in innovation education. Some scholars argued that, "Student's needs should be followed by teacher for maximizing their learning demand; differential teaching should be implemented according to student's difference situation; and each student's potential should be fully developed on their original basics (*The important literature selection since the 16th CPC national congress*, 2006, p.76)." In the process of practical education, there are two misunderstanding toward innovation education. The first one is that innovation education is not apply for all student but only for students who have high intelligence quotient, and the object of education is in the minority; the second one is that innovation education is just the update of traditional education which has little difference between educational methods and ways, besides, people think that innovation education should adopt method of "one size fits all" as traditionally. The key to solve the problem lies in how to develop and tap the potential by later educating and valuing to create favorable conditions for people's further development. The group cultivated by innovation education possess of comprehensiveness and the potential owner of it covers every individual.

3.3 Innovation Education Should Cultivate Student's Learning Subjectivity

Let the student become the learning subjectivity is an important part for achieving innovation education goal.

Some scholars argued that, "In terms of individual, autonomy make individual promote his life condition into the positive condition of manage his own life proactively (Xue, 2002)." To a certain extent, innovation education is to change the condition of teacher dominant the class and student absorb passively in traditional education, and give back learning subjectivity to student by gradually awakening student's subject consciousness of learning. The final goal for innovation education is to help student to judge, analyze and choose independently during the process of learning and other specific practical activities. Students need to learn ways of acquire knowledge, explore new areas constantly, find solution on their own and gradually rid their dependence on teacher. But autonomic learning is never equal to learning on their own, which is easy to produce misunderstanding by people. We should strengthen communications between teacher and student and promote interaction between students through appropriate ways. By this, students can get more enlightenment through others' thinking and expression, gradually learn ways of acquire knowledge through the surrounding groups and constantly play their subjectivity in learning process.

CONCLUSION

The starting point of the humanistic thought in Deng Xiaoping's educational ideology is the educated people in reality. The humanistic thought stressing on education should follow the educated law of men and should not ignore man's physiological development stages. The promoting of China's innovation education should follow the educated law of men, respect student's individual difference and cultivate student's learning subjectivity. And innovation education should explore new ways for cultivating student's innovation ability, cultivate innovational talents for China's socialist modernization and provide sufficient human resources for China to achieve national prosperity and rejuvenation and people's wealth.

REFERENCES

- Selected works of Deng Xiaoping* (Vol.2, pp.104-105, 106). (1994). Beijing People's Publishing House.
- The important literature selection since the 16th CPC national congress (part two)* (p.76). (2006). Central Party Literature Press.
- The Research Group of "The Research and Experiment of Innovation Education" in CHIER. (1999). *Innovation Education: The Choice for China's Education Reform and Development in the 21st century* (p.54). Beijing, China: Science and Education Press.
- Xue, X. Y. (2002). Creative education in the perspective of humanities. *Theory and Practice of Education*, (5).